WHAT IS A SELPA???

SELPA stands for Special Education Local Plan Area. Legislation in 1977 established SELPA’s. There are 135 plus SELPAs in California. The belief is that all students can learn. Students with disabilities are given equal opportunities to learn. Students with disabilities become contributing members of their communities.
SANTA BARBARA COUNTY SELPA, A JOINT POWERS AGENCY...

- Only 6 JPA SELPA’s in CA, most SELPA’s are connect to County Offices of Education
- Board of Superintendents (8) from Santa Barbara County LEAs.
  - Representing all grade levels in North and South part of county including the Santa Ynez Valley Consortium and Santa Barbara County Schools (SBCEO)
- SBCSELPA offers advisement of federal and state special education laws and regulations to LEAs, parents, and community members.

- Allocates Local, State, and Federal funding to all 25 LEAs in Santa Barbara County on behalf of students with disabilities.

- Follow policies and procedures from:
  - the SBCSELPA Local Plan (JPA Board and CDE approved)
  - the SBCSELPA Procedural Handbook

SELPAS SUPPORT...

- High quality educational programs and services for students with disabilities.

- Training and support to parents and all educational staff.

- Collaborate with Santa Barbara County Agencies to support families.

- Collaborate with school districts to provide positive learning environments for all students.
SELPAS ENSURE...

- All individuals with disabilities receive a free appropriate public education in the least restrictive environment. (Federal Law IDEA)

- Regular education resources are considered and utilized on a local or regional basis to meet the unique needs of students with disabilities.

- Systems exist for identification, assessment, and placement, services, and supports for students with disabilities.

- A public education system supports participation and interaction of parents and other agencies serving ages 0 through 22 years of age.

COMPLIANCE

- SELPAs monitor annual compliance with the California Department of Education.

- SELPAs support System Implementation.

- SELPAs assures improvements identified through Self Reviews and Focused Monitoring are reviewed annually.

- SELPAs support grant writing to bring monies into districts for programming for students with disabilities.
**Santa Barbara County SELPA**

**25 School Districts/Programs**

<table>
<thead>
<tr>
<th>South County</th>
<th>Mid County</th>
<th>North County</th>
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<tbody>
<tr>
<td>Carpinteria USD</td>
<td>Vista del Mar SD</td>
<td>Orcutt USD</td>
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<tr>
<td>Santa Barbara USD</td>
<td>Lompoc USD</td>
<td>Guadalupe USD</td>
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<tr>
<td>Adelante Charter</td>
<td>Manzanita Charter</td>
<td>Family Partnership Charter</td>
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<td>Santa Barbara Charter</td>
<td>Buellton USD</td>
<td>Santa Maria Joint UHSD</td>
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<td>Goleta USD</td>
<td>Solvang SD</td>
<td>Santa Maria Bonita SD</td>
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<td>Hope SD</td>
<td>Los Olivos SD</td>
<td>Cuyama USD</td>
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<td>Cold Spring SD</td>
<td>Ballard SD</td>
<td>Blochman USD</td>
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<td>Montecito Union SD</td>
<td>College SD</td>
<td>SBCEO</td>
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<td>SBCEO</td>
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<td>Santa Ynez Valley Union HSD</td>
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**8,890 Students on Individual Education Plans (IEPS) as of December 7, 2022 in Santa Barbara County**
**SBC SELPA STAFF**

Front Office:

Executive Director:
Dr. Ray Avila  
raya@sbcselpa.org

Coordinator:
Jennifer Connolly  
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Office Manager:
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Executive Assistant:
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Chief Business Official:
Rachel Wigle  
rwigle@sbcselpa.org

**SBSELPA EXECUTIVE DIRECTOR, COORDINATOR, AND CHIEF BUSINESS OFFICIAL**

- Provide Fiscal Management to the 25 Local Education Agencies (LEAs).
- Develop and Facilitate a vast array of Professional Development opportunities.
- Assist with Program Coordination.
- Participate in Interagency Collaboration.
- Provide Community Awareness.
- Organize and provide Professional Development.
- Collaborate with Special Education Directors and Superintendents monthly.
- Organize and write grants for funding in support of Special Education.
- Support Transition Planning for students exiting public school at 22 years of age.
- Attends State SELPA monthly meetings.
- Provide data base system ‘SIRAS’ for Individual Education Plans.
SBCSELPA SUPPORTS GROUPWORK

• SBCSELPA Community Advisory Committee (CAC)
• SBCSELPA Network Meetings with all Related Services
• SBCSELPA Transition Network Team (TNT)
• Transition Collaborative with Tri County Regional Center
• Early Start Partners
• Children’s Community Partnership
• Early Childhood and Family Wellness Coalition
• C.A.P.T. A.I.N - Autism Awareness
• PENT - Positive Behavior Supports
• Help Me Grow
• Curriculum Council
• VALCO Committee with SBCEO
MENTAL HEALTH STAFF

Mental Health Manager
Alison Lindsey
alindsey@sbcelpa.org

Mental Health Specialist
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Wraparound Services

Wraparound Services Facilitators (2)
Stephanie Guertin VACANT POSITION
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Youth Support Specialists (2)
Rachel Bidinost
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Tania Nunez
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SBCSELPA
CONTINUUM OF MENTAL HEALTH SERVICES
SBCSELPA WRAPAROUND SERVICES
SBCSELPA Wraparound Support Services Facilitators and Youth Support Specialists provide:
• intensive individual student counseling
• parent counseling
• social work-type supports in various settings, including school, home, and in the community

Purpose of Wraparound Services:
• prevent further restrictive educational placements.

Service delivery:
Each approved Referral will be assigned a Wrap Facilitator and a Youth Support Specialist to offer support to the student and family for a minimum of 180 minutes per week, for a period of 6-8 weeks; during/after which the IEP team will meet to review progress towards social-emotional/behavior goals, and status of accessing their education in LRE.

Provides primarily support to students who are eligible for Specialized Education under the qualifier of Emotional Disturbance, and who are at-risk of requiring more restrictive educational placements (Ex. SDC, SBCSELPA G.R.O.W. Program, NPS).

G.R.O.W.
WHAT IS GROW?
A therapeutic wellness framework designed to serve students who have difficulty accessing their education due to their emotional and behavioral needs.

16 GROW programs throughout SBCSELPA serving students from Kindergarten - High School
SBCSELP A - F U N D E D M E N T A L 
H E A L T H N O N - P U B L I C 
S C H O O L ( N P S ) P L A C E M E N T S

SBCSELP A maintains funding, referral protocols, and case management supports to LEA’s whose IEP Teams have exhausted all local, less-restrictive educational environments (or where there is an emergency consideration) where the IEP team determines that a Non-Public School placement is the most appropriate Offer of FAPE.

NPS placements are the most restrictive offer of services within the Santa Barbara County SELPA Continuum of Mental Health Services.

- placements require Residential Services as part of FAPE.
- Current residential NPS Placements are in the state of Utah and Florida.
- SELPA-funded NPS placements allocate for four parent visits to the NPS per academic year.
- Home visits recommended by the NPS, and agreed to by the IEP Team, to support a student’s transition back to their local LEA / lesser restrictive educational environment.

NONVIOLENT CRISIS PREVENTION INTERVENTION (NCPI)

A program focusing on crisis prevention and intervention with a core philosophy of providing for the Care, Welfare, Safety, and Security of everyone involved in crisis situations.

Participants will be taught skills to safely respond to various levels of risk behavior while balancing the responsibilities of care.

Certification must be renewed every TWO years

Initial Course: One day Initial Course is designed for school staff working with students who have the potential for demonstrating “acting out” behavior.

Refresher Course: One day Refresher Course is designed for persons who need to re-certify and have already taken the Initial Course and received certification.
SBCSELPA

DISPUTE RESOLUTION MEETINGS

SBCSELPA and member LEAs are to promote collaborative relationships with parents/guardians. Alternatives are available for resolving disputes between LEAs and parents/guardians and other agencies to save time and money by avoiding the need to retain costly attorneys, due process and state complaints and to promote ongoing collaborative relationships.

Facilitated IEP Meeting with Trained ADR Cadre Member:
- a trained and impartial person who is not a member of the IEP team assists the IEP team to communicate effectively and work towards agreements with which the members can all feel comfortable.
- The facilitator is not a decision maker or an advisor.
- Facilitation can be used whenever an IEP team wants to improve the effectiveness of communication.
- When conflicts have developed, facilitation can help defuse tensions and restore trust and more positive working relationships.

Facilitated Non IEP Meeting with Trained ADR Cadre Member:
Facilitator attends the non-formal meeting.
Possible meeting topics:
- Programming
- Student Progress
Contact SBCSELPA if needing this support!

SBCSELPA STAFF - SPECIALISTS

Audiologist
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AT/AAC Specialist
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Board Certified Behavior Analyst (BCBAs)
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Clinical Psychologist, UCSB PIC Intern Supervision
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UCSB Postdoctoral Intern at SELPA
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SBCSELPA is 17 Staff Strong!!!
RESOURCES

• Website: 
  www.sbcelspa.org

• OMS Calendar of Events
  Professional Development
  https://sbcelspa.kl2oms.org/

• Special Education Parent Handbook
  www.sbcelspa.org

• SIRAS Systems
  https://www.sirassystems.org

Educators Resources

• SBCSELPA YouTube Channel for all recorded trainings

• Back2School Padlet of Resources
  https://padlet.com/mslaterselpa4200/trcig7ygv4ood8uvback2school

For more information contact:
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